1. Purpose and Scope

Inequality of economic opportunities and outcomes as pertaining to gender remains one of the most persistent traits of our societies. Notwithstanding more than one hundred years of progress in female empowerment, predominantly in the now developed western economies, significant gender gaps feature in varied intensities across the globe, and have recently (as of two-three decades or so) found their way into the economics of gender and development, as well as into the discussion on the feminization of poverty more broadly. As most easily seen in the mission statements of international organizations, NGOs and political leaders, gender equality now seems to matter not just in its own right, but also as contributing to development through a better allocation of skills and resources, better policy choices, and through shaping the endowments, opportunities and agency of next generations. Optimists go as far as to contend that true progress in women empowerment would lead to the elimination of the pockets of underdevelopment and poverty. In this process, the consideration for women’s rights for their own sake is often being sidelined again.

With this in mind, the purpose of this course will be to look at the phenomena and the changing nature of gendered opportunities and outcomes since 19th century until today, and revisit economic theory and empirical analysis that have been used to understand what drives differences in the welfare of men and women. Reference to demography and economics of family, labour and development will form the basis of this course. Consistently, gender-related outcomes (such as labour force participation, education, fertility…) will be discussed and presented as the responses of households to their external demographic conditions, both formal and informal institutions and the functioning and structure of markets. For this purpose, as the basis of analysis we will evoke the preferences of agents (men, women, family members…) and choices made based on these preferences in the face of incentives, constraints and bargaining between men and women. At the end, we would like to gain a picture of the interplay of women’s endowments, opportunities and agency, and how they determine gendered economic outcomes. Finally, we would like to question and critically evaluate if women’s empowerment could indeed be a panacea to developmental pitfalls of modern economies, and whether the efficiency justification for women empowerment does not lend itself to a new instrumental treatment of women in the socioeconomic domain.

2. Pre-requisites

Knowledge of undergraduate micro- and macroeconomics, as well as basic econometrics, would be a useful starting point for the students of this course. This 4th year course will be more qualitative than quantitative. However, although the purpose of the course is not to solve complex mathematical problems, we would like to teach the students to reason in terms of economic models and econometric evaluations, in the context of a very relevant contemporary policy area.

3. Assessment

1500 word mid-term essay and 2000 word end-term essay on a topic chosen from the designated list that can be found at the end of this document.

4. Reading

The listed reading material is by no means exhaustive. It contains the studies that I find most relevant and engaging. A plethora of further research exists in academia and policy in the field, and students
are encouraged to venture out to find their favorite writers. However, students are required to read the starred items (*) on the reading list before each lecture/class.

The books and reports below will be used throughout the duration of the course. Students will benefit greatly if throughout the semester they end up familiarizing themselves with those. The three textbooks can be used sparingly when needed to better understand the theoretical concepts used. Weekly reading will be divided into principal reading (including compulsory items), seminal background reading (including other important break-through contributions) and further thematic reading (interesting relevant studies that followed).

The starting point for the course will be World Bank Development Report 2012 on gender. Next, I will evoke the seminal writings of Becker in the area of gender roles, family and discrimination; followed by important theoretical and empirical contribution of the generations of Goldin and Chaippori; up to the recent work of Fernandez, Doepke and Wolfers, among others, and the experimental approach of Duflo and JPAL. Sen’s book “Development as Freedom” and Dysonss’s “Population and Development” will provide the philosophical and conceptual guidelines throughout.

Books:
Sylvia Chant, ed (2010), The Handbook of Gender and Poverty, Edward Elgar.
Abhijit Banerjee and Esther Duflo (2012), Poor Economics, Public Affairs.

Textbooks:
Martin Browning, Pierre Andre Chiappori and Yoram Weiss (yet unpublished), Family Economics, now draft available online http://www.cemmap.ac.uk/resources/chiappori/paper_1.pdf
Pierre Cahuc and Andre Zylberberg (2004), Labour Economics, MIT.

Reports:
UNDESA (2009), World Survey on the Role of Women in Development: Women’s Control Over Economic Resources and Access to Financial Resources, including Microfinance, UN, available online
WEF (2012), Global Gender Gap Report 2012, WEF, available online, annually updated
UNDP (ongoing), Gender Inequality Index (GDI) http://hdr.undp.org/en/statistics/gii/
OECD (2010), Atlas of Gender and Development: How Social Norms Affect Gender Equality in Non-OECD Countries, OECD (country notes are updated online on ongoing basis)

Other interesting books beyond economic mainstream:
Martha Nussbaum (1999): Sex and Social Justice, OUP.

**DETAILED READING LIST FOR EACH LECTURE**

*Starred items are compulsory reading each week preferably before the lecture/class*

**1. Introduction: gender, economics and justice**

Principal reading:
Ramon Febbrero and Pedro Schwartz, ed (1995), *The Essence of Becker (EB)*:

Seminal background reading:
and at least the extracts pertaining to habits, culture and tradition from:

Further thematic reading:
Arianna Huffington (2013); Smith College Commencement Speech On 'Redefining Success: The Third Metric' [http://www.huffingtonpost.com/2013/05/19/arianna-huffington-smith-college-commencement-speech_n_3299888.html](http://www.huffingtonpost.com/2013/05/19/arianna-huffington-smith-college-commencement-speech_n_3299888.html)

**2. Origins of gender roles**

Principal reading:

Seminal background reading:
Gary Becker (1981), Chapter 1+2: Single Person Households and Division of Labor in Households and Families, in *A Treatise on the Family*, HUP.

Further thematic reading:

Frederick Engels (1902): The Origin of the Family, Private Property and the State, Charles Kerr & Compan.

3. From Evolution to Revolution in Women’s Employment, Education and Family

Principal reading:
Raquel Fernandez and Joyce Cheng Wong (2011), The Disappearing Gender Gap: The Impact of Divorce, Wages, and Preferences on Education Choices and Women’s Work, WP NYU
Seminal background reading:


Further thematic reading:


Douglas Clement (2004), Interview with Claudia Goldin, *The Region*
http://www.minneapolisfed.org/publications_papers/pub_display.cfm?id=3316 (check out fascinating statistics on women in economics!)


4. Theory and empirical evidence of discrimination - gender

Principal reading:


Seminal background reading:


Zabalza and Tzannatos (1983),


Further thematic reading:


5. Matching in the marriage market: dating and mating

Principal reading:


Seminal background reading:

Further thematic reading:

**6. From polygyny and polygamy to monogamy and serial monogamy**

Principal reading:

Seminal background reading:

Further reading:

**7. Household decision-making: bargaining and family outcomes**

Principal reading:

Seminal background reading:

Further thematic reading:
Amartya Sen (1990): Gender and Cooperative Conflict, in Irene Tinker (ed) Persistent Inequalities, OUP.
Esther Duflo and Christopher Udry (2004): Intra-household resource allocation in Cote d’Ivoire: social norms, separate accounts and consumption choices, NBER WP10489.

8. Economic theory of divorce and recent trends

Principal reading:

Further thematic reading:
The Economist (January 12-18 2013): “The fraying knot”

9. Trends in fertility and explanations – developed and developing countries

Principal reading:
*Esther Duflo and Abhijit Banerjee (2011)*, Chapter 5, *Poor Economics*

Seminal background reading:
*EB Chapter 10: An Economic Analysis of Fertility* originally published as Gary Becker (1960) in *Demographic and Economic Change in Developed Countries*, Princeton.

Further thematic reading:
*General*

Quantity-quality trade-off

Joshua Angrist et al. (2005): New evidence on the causal link between the quantity and quality of children, NBER WP11835.


Nancy Qian (2009): Quantity-Quality and one child policy: the positive effect of family size on school enrollment in China, NBER WP14973.

Vida Maralani (2004): Family size and educational attainment in Indonesia, CCPR 17-04.


Contraception


Rahman, DaVanzo and Razzaque (?): When will Bangladesh reach replacement-level fertility? The role of education and family planning services, UNDESA.

Culture and norms


Fertility and HIV/AIDS


Household bargaining


Missing women

10. Theories and empirics of women’s rights

Principal reading:
Raquel Fernandez (2012): Women’s Rights and Development, draft, NYU.

Seminal background reading:

Further thematic reading:
UNDESA (2009), World Survey on the Role of Women in Development, Chapters IV-VI (land, housing, financial services, social protection).

11. Empowerment and development nexus

Principal reading:

Seminal background reading:
(Non-technical summaries of two above can be found on JPAL’s website http://www.povertyactionlab.org/policy-lessons/publications)
Matthias Doepke and Michele Tertilt (2011): Does Female Empowerment Promote Economic Development?, draft, NU
Further thematic reading:


**Nicolas Jones et al (2010),** Stemming girls’ chronic poverty: Catalysing development change by building just social institutions, Chronic Poverty Research Centre.


**12. Macroeconomics, family and women’s economic empowerment**

Principal reading:

*Bloom, D. and D. Canning (2001):* Culmulative causality, economic growth and the demographic transition in Birdsall, Kelly and Sinding (eds), *Population Matters*, OUP.


**UNDESA (2009),** Chapter II: Macroeconomics and women’s economic empowerment, *World Survey on the Role of Women in Development*.

Seminal background reading:


Further thematic reading:


MID-TERM ESSAY TOPICS (Choose one, 1500 words, deadline 4th November 2013)

1. Present how gender equality in terms of economic opportunities and outcomes has evolved in Turkey since the beginning of XXth century. To extent possible, account for academic evidence for the country.

2. Provide an account of gender policy by the current Turkish government and discuss potential economic and social consequences. To extent possible, account for academic evidence for the country.

END-TERM ESSAY TOPICS (Choose one, 2000 words, exact deadline in January 2014 TBC)

1. “There are good grounds for thinking that the attainment of low fertility helps in the long run to raise the level of gender equality in society” (Dyson, 2010). Discuss with references to economic theory and empirical evidence.

2. Legal enforcement of outside options in marriage is a fundamental determinant of the bargained economic outcomes in households. Evaluate to what extent economic research has accounted for this dependence.

3. “Poverty is a cause, not a result, of low marriage rates.” Discuss this quote from the Economist (January 12-18 2013) with references to economic theory and empirical evidence.

4. Is it true that polygamy and high fertility reinforce each other? Why or why not?

5. Economic growth is a necessary and sufficient condition for the expansion of women rights. Evaluate on the basis of economic theory, empirical evidence and country examples from the developed and developing world.

6. Beliefs and social norms pertaining to gender roles constitute informal institutions that perpetuate inferior economic outcomes for women. Discuss based on economic literature.

7. If there are biological grounds for gender roles, then a discrepancy in gender-specific economic outcomes in Scandinavian countries is an equilibrium in which gender-specific discrimination has been eradicated. By contrast, a discrepancy in gender-specific economic outcomes in Turkey lends its large part to the prevalence of discrimination against women in the household, market and politics. Discuss if you agree with this view, based on evidence from economic literature.

8. To what extent do you agree with the World Bank’s (2011) claim that the World Development Report 2012 “is an important milestone in longstanding efforts by the World Bank Group and its partners to move gender equality up the development agenda”?

9. “Gender is not just about women, and poverty is not just about income.” Evaluate whether and to what extent this statement from social policy writings (Chant, 2010) has been accounted for in economic theory and empirics.